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Appendix 8

Transferable Role Template

Career Framework Level 6

Liaison and Diversion Service Specialist
Practitioner

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Developed with the Liaison and Diversion
Expert Panel

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Introduction to the Template

Transferable Roles

This template is designed to enable a common understanding and communication of transferable roles. It can be used to help define the learning and development needs for staff already working in these roles and to support the establishment of transferable roles where appropriate.

In the development of this template Skills for Health seeks to provide some consistency of approach to defining the skills and competences needed to fulfil the requirements new, hybrid, or existing transferable roles.

All transferable roles will have common or 'core' competences, plus speciality/pathway specific competences. Over time, these will be supported by appropriate national occupational standard based learning and development packages. The term 'competences' is used throughout the document. All competences are national occupational standards (NOS).

Definition of a Transferable Role

A nationally transferable role (NTR) is a named cluster of competences and related activities that is applicable, relevant and replicable across different geographic locations in the UK. An NTR may be either a whole job levelled to the Career Framework or a subset of various jobs at different levels of the Career Framework.

The Template

The template has a range of applications and may successfully be used by commissioners, managers, employers, and individual staff members.

In all cases the template is designed to be used as a whole. A role is composed of all components – level descriptors, national occupational standards and indicative learning and development.

Career Framework Levels and National Occupational Standards (NOS)

The Career framework, which has nine levels, is a method of describing the level of autonomy and responsibility and the kind of decision making required by a job. Level descriptors have been established through rigorous discussions and are referenced to and linked with the qualifications frameworks as well as research where available regarding what should be expected of an individual at any given level. The level descriptor is intended to be relevant to any role within the health sector both clinical and non-clinical roles.

It is important to bear in mind that the career framework levels are not intended to be coterminous with the NHS Agenda for Change banding, though there may be some similarities.

National Occupational Standards have been developed by expert groups, have undergone a rigorous nationally determined process to achieve their status and are approved for use in vocational qualifications by the UK Commission for Employment and Skills. Because of this they cannot be changed in terms of content or wording. They focus on what a person needs to be able to do, as well as what they must know and understand to work effectively. They are not themselves levelled. Some may be more appropriate to a specific level on the career framework others will span all levels. They are all indicatively linked to the NHS Knowledge and Skills Framework.

The reference function they are listed by in the template relates to the Health Functional Map which is a method of categorising the NOS and amongst other things facilitates finding them on the data base.

Each NOS is listed by its code and title, they are all underpinned by knowledge requirements and performance criteria.

The NOS in this template are divided into the following sections:

- Core to the level – the core is intended to be relevant to any role in the health sector, whether it is clinical or not and therefore is broad based in terms of the NOS it contains.
- Specific to the role
- Facets, some roles have different facets, each made up of a group of NOS, relevant to different areas of practice
- Locality Specific – Additional NOS may be added here.

NOS may only be removed from the pick and mix section.

Indicative Learning and Development

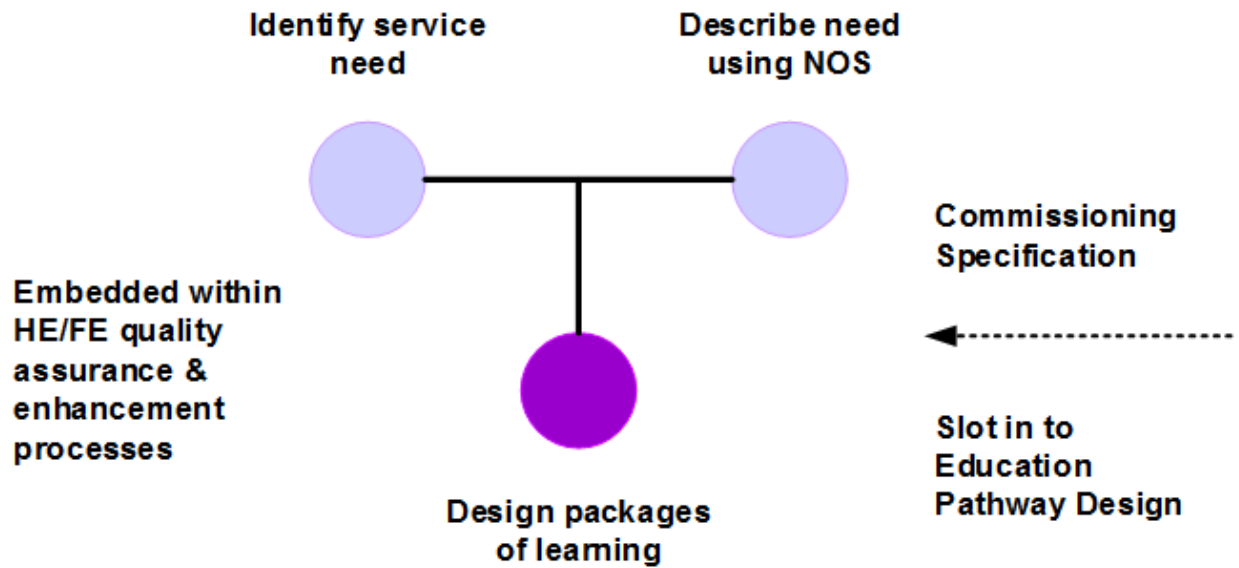
The learning and development section of the template gives an indication of the level and style of learning relevant to the role. It is very much an indication and is not a comprehensive inventory of learning available.

Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

Learning should follow the Skills for Health learning design principles which encourage partnership working between employers, commissioners and education providers. The learning design principles aim to develop learning that is fit for purpose, practice and award. The key messages are:

- Learning should be based on NOS
- Learning should be accredited and quality assured
- Flexible frameworks and delivery methods should be used
- Bite sized packages of learning that build into larger qualification enable greater flexibility

Skills for Health Learning and Design Principles



The level of learning required by an individual will be dependent upon what they need to learn. There is a connection between levels of learning and career framework levels however not all learning will be at the same level as the role level. For example someone with expert clinical skills i.e. level 8 may need to engage in learning about management at level 5 or 6 of the qualifications framework. Learning for a practical skill may not be levelled.

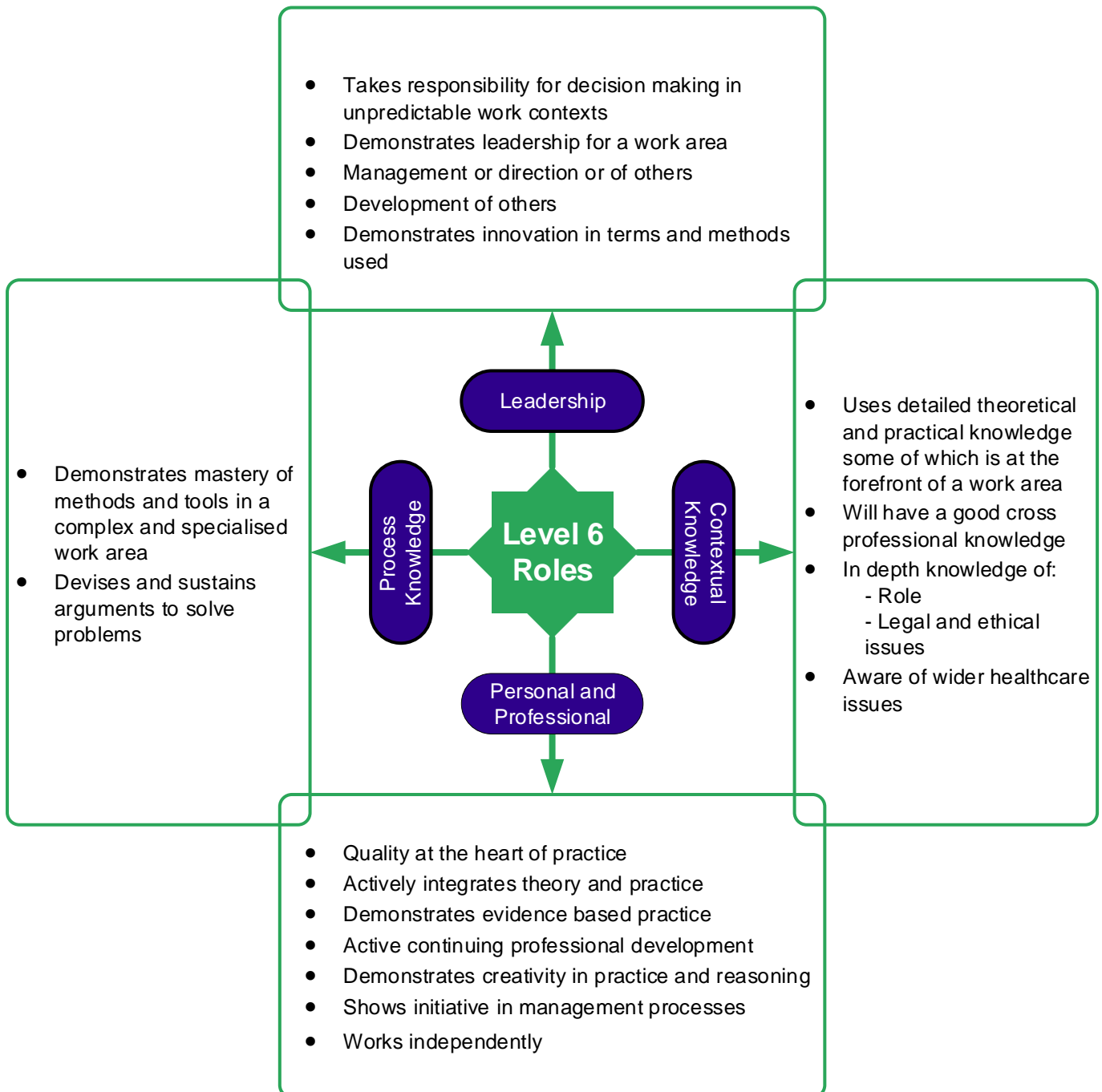
At all times learning should be tailored to the needs of the service and the individual. A flexible approach to learning is required in terms of curriculum design and the use of informal learning opportunities. More detail is included in the indicative learning and development section of this template.

The Template

Level Descriptors

Definition of the Level 6 Role

People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self- development.



Indicative or reference title: 'specialist/senior practitioner'

Definition of Practitioner

Specialist practitioners have developed a high level of knowledge and skill in a specific area of practice. They have a depth of knowledge and understanding which enables them to perform at a high level of practice, take a leadership role, use and develop evidence to inform their practice, and deal with complex, unpredictable environments. They will have their own caseload or work area responsibilities.

The characteristics of a specialist practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level.

The National Occupational Standards

This section of the template has an example of a level 6 role. This example is intended to give core information for the role. The indicative learning and development packages are included.

Basic Information

Named Role	Liaison and Diversion Service Specialist Practitioner
Area of Work	Liaison and Diversion Service
Sample Job Description Available	
Experience Required	<p>A clinical qualification and/or significant experience of working with people, particularly people with vulnerabilities in the justice system, plus a qualification in a relevant field.</p> <p>A person in this role may have gained previous experience at this level in another service area but this is not essential.</p>
Career Framework Level	Level 6

Scope of the Role

The Liaison and Diversion Specialist practitioner is someone with a clinical qualification and experience and knowledge of Liaison and Diversion and/or with specialist knowledge and experience of working with groups likely to be disadvantaged by their involvement in the justice system.

The role requires a skilled understanding of health and justice processes to:

Provide specialist input into the Liaison and Diversion service

Assess those individuals identified via the screening process who require further input

Provide specialist assessments in respect of different populations eg people with a learning disability, children and young people.

Gather pertinent information from a variety of sources including service users, carers and their families

Have an awareness of validated assessment tools, an ability to apply these in justice settings, and an ability to utilise information gained from these tools accordingly

Prioritise different service users based upon health and care or justice processes and needs

Make and facilitate referrals into services

Liaise with and provide timely information for a range of agencies including criminal justice agencies to assist with decision making

Meet the needs of and support groups that are particularly vulnerable in the justice system eg women, children, young people, veterans

All level 6 roles will have the following common/core competences.

All competences are national occupational standards (NOS)

Specific competences to the role have then been identified. Any additional competences specific to the locality should then be identified locally using the competence tools and the [health functional map](#) and added to the template using the same format.

Common/Core Competences for all Level 6 Roles:

Underpinning Principles	Reference Function		Competence		
1. Communication	1.2	Communicate effectively	GEN97 Communicate effectively in a health care environment		
2. Personal and People Development	2.1.1	Develop your own knowledge and practice	GEN13 Synthesise new knowledge into the development of your own practice		
			CFAM&LAA3 Develop and maintain your professional networks		
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices		
			SCDHSC0033 Develop your practice through reflection and learning		
3. Health, Safety and Security	2.2.1	Support the development of knowledge and practice of individuals	SCDSC0043 Take responsibility for the continuing professional development of yourself and others		
			3.5.1	Ensure you own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection
					PROHSS1 Make sure your own actions reduce risks to health and safety
4. Service Improvement	3.5.2.	Protect individuals from abuse	PMVRV1 Make sure your actions contribute to a positive and safe working culture		
			SCDHSC0024 Support the safeguarding of individuals		
			4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement
5. Quality	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority		

Underpinning Principles	Reference Function		Competence
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities
6. Equality & Diversity	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals
B. Health Intervention	2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare
D. Information Management / Information and Communication Technology	2.4	Maintain information/record systems	CFA_BAD 332 Store and retrieve information using a filing system
H. Management and Administration	1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams
	1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues
	2.6	Receive and pass on messages and information	ESKITU020 Use digital communications

Role Specific Competences

Underpinning Principle	Reference Function		Competence		
1. Communication	1.2	Communicate effectively	SFJAB1 Communicate effectively with people		
			SFJAB8 Communicate with people in vulnerable groups		
	1.4	Develop relationships with individuals	SFJ AD1 Develop and sustain effective working with staff from other agencies		
	1.5	Provide information and guidance	SFJ DA1 Obtain, analyse and provide information required for courts and formal hearings		
2. Personal and People Development	2.1	Support the development of the knowledge and practice of individuals	GEN35 Provide supervision to other individuals		
			2.1.3	Make use of supervision	GEN36 Make use of supervision
			2.2.1	Support the development of the knowledge and practice of individuals	CCSCCS18 Peer training and mentoring
3. Health, Safety and Security	3.6	Promote safe and effective working	PROHSSP Supervise the health, safety and welfare of an individual at work		
				PMWRV14 Manage lone workers	
				SFJ AG5 Support the safeguarding and protection of people from vulnerable groups	
A. Assessment (Screening)	2.3	Assess an individual's suspected health condition	FMH1 Assess, diagnose and formulate an individual's mental health disorder		
			2.4	Assess an individual's needs arising from their health status	SfJEC6 Assess individuals' needs and plan agreed activities

Underpinning Principle	Reference Function		Competence
	2.6	Identify individuals at risk of developing health needs	AF1.2012 Carry out screening and referral assessment in a substance misuse setting
B. Health Intervention	1.1	Obtain valid consent for interventions or investigations	HPC1 Obtain valid consent for healthcare investigations in a custodial setting
	3.1.3	Review and modify plans to address specific health goals	MH21.2013 Support people with mental health needs in crisis
C. Health Promotion and Prevention	2.2	Provide information to individuals, groups and communities about promoting health	SCDHSC3103 Contribute to raising awareness of health issues
D. Information Management/Information and Communication Technology	2.1	Collect and validate data and information for processing	HI7.2010 Collect and validate data and information in a health context
H. Management and Administration	1.1.5	Provide leadership	CFAM&LDD7 Represent your area of responsibility in meetings
			CFAM&LBA3 Lead your team
	1.3.1	Contribute to the effectiveness of teams	SCDHSC3100 Participate in inter-disciplinary team working to support individuals
	1.3.6	Participate in meetings	CFA_BAA413 Chair meetings
	1.3.7	Represent your own organisation	SfJ DA2 Present information to courts and formal hearings
	1.5.7	Manage information and knowledge	GEN32 Search information, evidence and knowledge resources and communicate results

Locality Specific Competences

In this space you can define additional competences which are essential for your local needs.

Go to the [Health Functional Map](#) to begin your search for the competences related to the additional tasks or functions you have identified.

All competences are cross referenced to the NHS knowledge and skills framework (KSF).

Underpinning Principles	Reference Function		Competence
1. Communication	1.3	Support individuals to communicate	GEN85 Support individuals with communication and interaction difficulties
	1.4	Develop relationships with individuals	CS19.2015 Develop relationships with children and young people and those involved in their care
			SFJ GK502 Communicate and engage with victims and survivors of sexual violence
			SfJAB7 Communicate with children and young people in contact with the justice and community safety sector
3. Health, Safety and Security	5.2	Protect individuals from abuse	SCDHSC0034 Promote the safeguarding of children and older people
A. Assessment	2.1	Plan assessment of an individual's health status	CS4.2015 Plan multi-disciplinary assessment of the health and well being of children and young people
	2.4	Assess an individual's needs arising from their health status	CS32 Carry out a comprehensive assessment for children and young people who use alcohol and other substances
			SFJB1202 Assess the needs of and risks to victims/survivors of sexual abuse/violence

Indicative Learning and Development

Transferable roles may be underpinned by a range of learning and development activities to ensure both competence and role confidence. The learning and development included within the template is by nature indicative. In some cases, it is endorsed by professional bodies and/or special interest groups and accredited by an awarding body.

Transferable role	Level 6 Liaison and Diversion Specialist Practitioner
Formal endorsed learning	
Informal learning	<p>Knowledge of the justice system, including the roles and responsibilities of staff working in it</p> <p>Knowledge of a wide range of vulnerabilities including the needs of children and young people</p> <p>Understanding capacity and consent</p> <p>Conflict resolution</p> <p>Supervisory and/or management</p> <p>Quality assurance</p> <p>Assessing and mitigating risk – including risk of harm to self and others</p> <p>Working in court and police custody settings</p> <p>Use and interpretation of assessment tools</p> <p>Lone working</p> <p>Information sharing E&D in the justice system</p> <p>CSE</p> <p>PREVENT training</p>
Summary of learning and development including aims and objectives	
Duration	
National Occupational Standards used	
Credits (including framework used)	
Accreditation	
APEL and progression	
Programme structure	
Resources required, e.g. placement learning, preceptors, accredited assessors etc	
Quality Assurance	
Policies included in programme documentation	
Funding	

Leading to registration or membership with:

Continuing Professional Development

It is recognised that continuing professional development is an essential component to maintaining competent, safe practice at all levels of the career framework.

The following is considered the minimum required to maintain competence within this role. Learning should be active, with the impact on service delivery clearly defined and agreed between the learner and their line manager. A range of methods for capturing the impact of learning may be used e.g. learning contracts, reflective accounts, productivity measures, appraisals systems and processes.

Wherever possible learning should be accredited and/or credit rated and should focus on the needs of the individual in the role.

Statutory and Mandatory learning of particular relevance to the role	None identified	
Formal endorsed learning	Title	None identified
	Awarding body	
	Credit	
	QCF code	
	Level	
Informal learning	Negotiated at appraisal/performance review.	
Method of capturing impact	Annual appraisal	
Funding required	Dependent upon agreed CPD plan and negotiated locally	
Frequency required (once a year, once every two years, twice or more a year)	Annual learning needs will be identified and planned as part of the appraisal process. Specific goals will be agreed and the best method for achieving them negotiated.	

References:

2010 Skills for Health Summary of Attributes and Definitions for Career Framework Levels

2014 Skills for Health Employability Skills Matrix

2013/14 NHS England Liaison and Diversion Operating Model

2017 NHS England Liaison and Diversion Standard Service Specification



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